Millennium Primary School Marking Policy

Maritime Academy Trust

At Millennium, all children will receive timely and meaningful feedback to their work. Millennium considers that all children's work is valuable and should be treated with respect. Marking is to be undertaken to support and encourage the child in their efforts so that continuous progress is maintained.

Aim

Effective Marking:

- Gives children feedback about strengths and weaknesses in their work.
- Rewards and encourage effort and progress
- Identifies individual children and groups who need specific help
- Provides a record of progress
- Helps other adults/parents understand strengths and weaknesses
- Informs future planning

Guidelines

- Marking should be related to clear learning objectives which are understood by the child.
- Marking should be legible and clear in meaning.
- Children's achievements need to be celebrated in order to motivate and encourage.
- Comments need to identify the next steps in the child's learning.
- Time needs to be built in to lessons in order for children to read marking and respond to it.
- Work needs to be marked promptly so the child is aware that the outcome of every task is considered to be important.
- Teachers need to follow the agreed approach in each subject and use strategies for their particular year group as set out below.
- Verbal feedback will be denoted in all subjects by 
- Once a week, Teachers will mark books using a 'verbal feedback' stamp. This will inform groupings and tasks for the following day and the remainder of the week.

EYFS

- All adult marking must be completed in purple pen
- All adult writing to follow the school's continuous cursive handwriting policy
- Adult comments must celebrate the children's successes
- Success criteria to be stuck in children's books
- Success criteria to be highlighted yellow if children have been successful

KS1 & KS2

Generic marking:

- All adult marking must be completed in purple pen
- All adult writing to follow the school's continuous cursive handwriting policy
- All work must be labelled with an 'I' or 'S' enclosed in a triangle next to the date and LO at the top of the page. I = Independent. S = With Support. 1, 2 or 3 sides of the triangle completed indicate how well the child has met the learning objective: 1 = Partially met, 2 = Mostly met and 3 = Fully met.
- Yellow highlighter is to be used to highlight how the children have met the learning objective/success criteria
- Pink highlighter is to be used to highlight specific aspects of the work which needs to be worked on by the child
- All children to respond to marking comments in green pen
- Children to use green pen when peer marking and self-assessing

English:

- Work must be response marked once a week, denoted by a pink bubble
- Response mark must be linked to the children's targets or the success criteria
- Work must be marked to the children's individual targets
- Success criteria must be used for extended writing
- Once a half term children's work must be marked against the assessment criteria
- Children's spellings should be corrected and opportunities for them to practice given, no more than 3 spellings on one piece of work
- Children must be given the opportunity to identify their own misspellings and make self-corrections in green pen

Maths:

- Work must be response marked once a week denoted by a pink bubble
- Response mark must be linked to the children's work and/or misconceptions
- If the children have come to the incorrect answer the correct answer must be shown
- Marking shown reflects the school's presentation policy – one digit in a box, numbers formed correctly
- Teacher modelling must be evident, where appropriate, in marking comments

Foundation Subjects:

- Work must be response marked once a half term, denoted by a pink bubble
- Response mark must be linked to subject skills and the children's misconceptions
- Topic vocabulary must be corrected and the correct spelling shown

Millennium Marking Code

/ Not yet achieved learning objective

/ Partially achieved learning objective

△ Fully achieved learning objective

S Supported by an adult

I Worked independently

△S For example this means supported and fully understood

 Work discussed with the child

 Please work on this

 Work to be celebrated

 Spelling to think about (underlined word)

 Punctuation to think about

// New paragraph needed

 Something's missing

Millennium Primary School

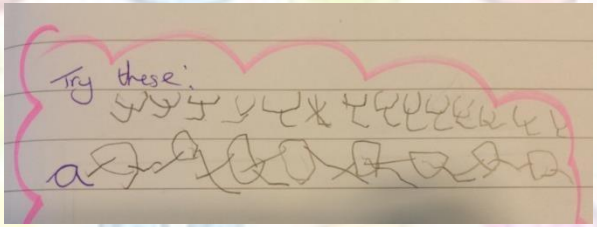
Where big ideas inspire brilliant futures

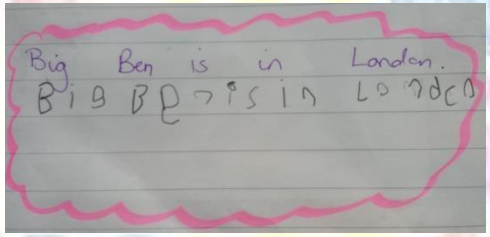
Early Years Foundation Stage Feedback Marking Guidance

Literacy:

Feedback given to children every week in the following formats

Letter formation feedback:





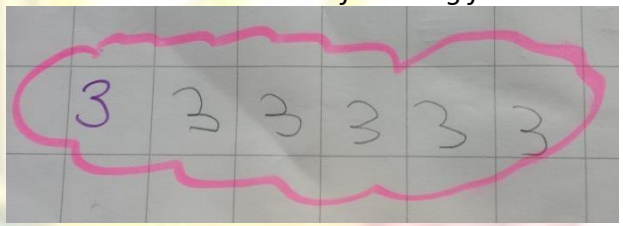
Tricky/ High Frequency word formation feedback:

Mathematical Development:

Nursery: given to children every week verbally.

Reception : When MD is 'book based' in the following formats

Numeral formation feedback:



Teacher question & child answer feedback:

